

KIBOGORA POLYTECHNIC

FACULTY OF EDUCATION

DEPARTMENT OF LANGUAGES

EFFECT OF STUDENTS' LIFE AT SCHOOL ON ACADEMIC PERFORMANCE IN O'LEVEL

Case study: G.S Nyarugenge

Period: 2018-2021

Undergraduate research thesis submitted in partial fulfilment of the academic requirements for the award of Bachelors' Degree with honors in education in English.

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Kibogora, September,2022

DECLARATION

We, MINANI Etienne and UWANYIRIGIRA Monique, the students at Kibogora Polytechnic, Faculty of Education, Department of Languages, Option of English, hereby declare that this dissertation report entitled "**Effect of Students' Life at School on Academic Performance in O'level**" is my original work and it has not been presented for any award of degree or diploma.

Signature.....

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Date /...../2022

APPROVAL

This is to testify that this short dissertation entitled "**Effect of Students' Life at School on Academic Performance in O'level**" has been conducted under my supervision and it should be submitted to the faculty of education for examination with my approval.

Supervisor's signature

Mr NGURINZIRA Emmanuel

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ABSTRACT

The present study sought to determine the **effect of students' life at school on academic performance in O'Level in G.SNyarugenge**. This study is made of three specific objectives; to examine the effect of students' life at school on academic performance, to investigate on students' academic life and related challenges at GS.NYARUGENGE and to find out the measures which should be taken to handle students 'problems related to their academic performance in O' Level due to their life situation at G.S Nyarugenge. This study used a descriptive design using both quantitative and qualitative approaches. Sample was made of 98 respondents selected in entire population of 428 respondents. Simple random and purposive sampling techniques were used. Data was collected by use of questionnaire and interviews. Quantitative data was analyzed and presented using frequency and percentage tables while qualitative data was analysed through content analysis. In regard to the effect of students' life at school on academic performance, the study found that students' life indicated by access to feeding is very important in the life of learners leads to well academic performance since it affects students' thinking and intellectual development as approved 78.7%, the students' bad life at school such as hungry students are likely to be depressed, anxious, functioning poorly, have poor grades, absent for school and inattentive in class as concurred on 75%, food therefore plays an important role in the learning process, the possessing the will alone may not ensure success if the skill is lacking when a student' life is not considered in terms of feeding and play as confirmed on 91.2%. For the second objective of this study related to the students' academic life and related challenges , it was found that students face financial problems since socio-economic status that reflects incapability to pay for school fees and other academic requirements as 78.7%. Regarding to the third objective of this study, it was found that it is better to solve financial problems that students face with by increasing socio-economic status that reflects capability to pay for school fees and other academic requirements as indicated on 77.5%.We recommend Secondary schools to use their land to establish agricultural and poultry farms to supplement on the food provided to feed the students at school, teachers must elaborate teaching methodology which has also an important role in the learning achievements of the students and parents should increase socio-economic status that reflects capability to pay for school fees and other academic requirements.

DEDICATION

We dedicate this work to our families, children, parents, brothers and sisters, friends, and
classmates

ACKNOWLEDGEMENT

First of all, we would like to thank the Almighty God for his protection and strength he gave us to complete this work.

Secondly, our sincere gratitude goes to Kibogora Polytechnic administration, specifically the Faculty of Education; Department of English, which provided us with theoretical and practical academic knowledge while pursuing our studies. We would like to thank our supervisor Mr NGURINZIRA Emmanuel for his devotion to the success of this work.

We owe more than a debt of gratitude to our families, children, parents, brothers and sisters, friends and all our classmates for their love, care and support towards our education.

We are thankful to all who have contributed to our study for their affection and support.

May God bless you all!

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LISTS OF ACRONYMS

%: Percentage

A: Agree

D: Disagree

F: Frequency

GS : Groupe Scolaire

MINEDUC: Ministry of Education

N: Neutral

%: Percentage

SA: Strong Agree

SD: Strong Disagree

CHAPTER ONE: GENERAL INTRODUCTION

1.0 Introduction

This chapter focuses on background of the study, problem statement, research objectives, and research questions, significance of the study, scope of the study and structure of the study.

1.1 Background to the Study

From a long time, human being considers the school as a place for educational institution and research for ethical ideal. It is recognized everywhere in the world that the school transmits knowledge, skills, values, beliefs, and habits into people. Educational methods include storytelling, discussion, teaching, training, and directed research. To have accurate education needs good students' life at school. The students' life at school depends on school materials like enough rooms, desks and basic facilities like adequate meals, safe water, and good latrines for boys and girls, sickness and medical care insurance and other things.

In America, students' life is viewed in a mirror of feeding which is very important in the life of learners since it affects students' thinking and intellectual development. It takes a central position in institutions that operate a residential programme for students (Kabanza, 1997). Students' life therefore plays an important role in the learning process.

Educational institutions in Singapore are required to ensure that students' living conditions at school especially feeding is well catered for in order to pursue their educational aspirations comfortably (Kajubi, 1992).

In India, Kleinman (1998) further observed that students' bad life at school such as hungry students are likely to be depressed, anxious, functioning poorly, have poor grades, absent for school and inattentive in class. Such students lack concentration in class because of the psychological and physiological disturbance inflicted on them by hunger. It is difficult for students to cope with learning demands on empty stomachs especially in those homes where a good family supper or breakfast before school are considered luxuries. This hunger which causes low concentration in class may be one of the causes of poor performance among students.

In Uganda, Mathews (1996), in a study on breakfast cognition found out that a morning meal is strongly related to improved learning, memory and physical health of children. However given the limited financial status of most schools in Uganda, a morning meal is difficult to provide, a

factor that could lead to poor performance of students. Grantham (1998) found out that cognitive function in undernourished children improved after they received breakfast, cognitive function did not change in better nourished children. This demonstrates the potential impact on the educational performance of malnourished ones. However, this study was done in developed educational environments in the United States.

In South Africa, Poll and Matthews (1998) study observed that omitting students' life at school like breakfast interferes with cognition and learning, an effect which is more pronounced in "nutritionally at risk" than in "well nourished" children. Hence, breakfast consumption improves school attendance and enhances the quality of students' academic performance.

In Kenya, Doris (1994) also reports that there is a relationship between students' life and classroom performance. According to Doris (1994), as the time between meals increases, concentration reduces. In this case, students' attention is directed on how to satisfy hunger and later this can generate anger in the student leading to absenteeism in class either physically, mentally or both. In fact, Kleinman, et al (1998)'s analysis showed that virtually all behavioral, emotional and academic problems were more prevalent on hungry children. Aggression and anxiety were found to be associated with hunger, leading to psychological dysfunction in children.

Accordingly in Tanzania, Awake (2002) points out that eating is the whole essence of life and indeed this confirms the saying that "you are what you eat". This suggests that students do not need to regard eating as a pleasant experience that only satisfies hunger but also as a way of preventing ill health that could affect their quality of learning Food Agricultural and Organisation (FAO) 1980). Indeed, if students do not feed well, they cannot excel academically.

However, in Tanzania local context head of schools and teachers normally use different measures and effort to improve students' academic performance specifically through remedial class for the lower achiever students but in real situation it has been revealed that students in secondary school perform poorly in their examinations, being the terminal, annual, form two, mock, and form four national examination. The downward trend of the National form four examinations in secondary schools has been observed for a long time but it was highly remarkable in 2007 to 2012. Division 0 (zero) rate increased from 10% in 2007 to 61% in 2012 while division IV (four) rate decrease from 55% in 2007 to 26% in 2012 and also division I-III

(one to three) decreased from 36% in 2007 to 6% in 2012 (MOEVT). Learning outcomes are lowest in districts where the expansion in enrollment was greatest, suggesting that the past disparity in access has translated into a disparity in learning (World Bank report, 2014).

Students' performance in the Tanzania Certificate of Secondary Education Examinations (CSEE) has been gradually declining, prompting concern by the civil society and government about what might be responsible for this trend of performance and how to address it. In 2012 the nation had an outcry about declining examination results and poor learning outcomes, where the pass rate for the Certificate of Secondary Education Examinations (CSEE) has declined to 34.5% from 50.4 in 2010. Despite the effort, encouragement and different methods teachers employed to ensure that their students understood the subject matter covered so that they could perform better in various examinations still a large number of students scored below average. It seems that causes of low academic performance are varied and cannot be associated with a single factor alone. For instance, proponents of self-concept have found that self-concept and its variables may be a paramount factor in academic failure (Awake, 2002).

The World Bank Review (1995) demands for adequate and efficient education systems as a basic human right for all people regardless of their station in life. For this reason therefore, the government of Rwanda committed itself towards providing quality basic education and training to prepare its nationals for the challenges of the 21st Century. The challenges included globalization, modernization and information age among others (MINEDUC, 2004). As a way forward, the government of Rwanda started providing free education for primary level as well as nursery in 1997. Later in 2009, another programme; Nine years basic Education (9YBE) was introduced to target the bright but needy students especially those in rural, remote communities and districts (MINEDUC, 2009). Then after, in 2012 twelve years basic Education (12YBE) also established.

Indeed, commendable effort has been directed towards the improvement of academic performance of students in the education sector. However, there seems to be a growing concern where the students' living conditions have been neglected since most private schools are operating boarding sections without the approval from the Ministry of Education (REB, 2008).

However, there seems to be a growing concern where the students' living conditions have been neglected since most 9YBE and 12YBE schools are operating day program without providing

feeding accommodation to students. Therefore, when living conditions are poor, then students' academic performance is likely to be negatively affected (REB report, 2018). It was upon this reason as the researcher sought to make a research on the effect of students' life at school on academic performance in O'Level. The Case of G.S Nyarugenge in Kinazi Sector, in Ruhango District.

1.2 Statement of the problem

The academic performance in rural poorly facilitated schools like G.S Nyarugenge also known as third world schools is generally poor compared to those schools in urban areas and are well facilitated. This was confirmed by the Rwanda Education Board (REB) Report (2015) that urban schools excel in academic performance better than rural schools. There are several factors that could be responsible for this, such as poor quality teachers, classrooms and learning resources. However, it is hypothesized that the state of the students' living conditions at school as characterized by feeding, sanitation and accommodation, could be one of the factors affecting academic performance of G.S Nyarugenge. If students are to make the most of their educational opportunity, it is crucially important that they enjoy adequate facilities for accommodation, private study and health recreation. The poor living conditions in schools are presumed to be some of the factors that affect students' academic performance.

The report of Rwanda Education Board (2013) revealed that living conditions at school in most schools including G.S Nyarugenge were miserable, sanitation had been completely neglected, toilets were few compared to the number of students, toilets and classrooms were generally dirty while in some schools water provided was unhealthy. The boarding facilities were poor and overcrowded, coupled with insecurity bringing to a conclusion that students' living conditions at school were inadequate.

In G.S Nyarugenge, students in schools which performed poorly were not satisfied with the living conditions at school and this affected their academic performance compared to schools which performed fairly where students were satisfied with the living conditions at school. Beyond of lacking feeding, school sanitation and accommodation on students' academic performance, it's seen that poor feeding of students negatively affects their academic performance. Not only that, but also poor sanitation negatively affects students' academic

performance as well as school accommodation also negatively affects students' academic performance

Thus, in G.S Nyarugenge where living conditions at school were very poor, the school administration do not set up an agricultural and poultry farms to supplement on the food provided to improve on feeding. The school administration do not also include health education on the school time table and also organize healthy talks to students. It was not clear whether the situation was the same in G.S Nyarugenge and that is why the researcher considered it necessary to carry out a study in G.S Nyarugenge to confirm. Therefore this study sought to establish in detail the effect of students' life at school on students' academic performance.

1.3. Purpose of the study

The general objective of the study is to establish the effect of students' life at school on academic performance in O'Level, Case study of G.S. NYARUGENGE in Kinazi Sector, Ruhango District.

1.4. Objectives of the study

This study guided by the following research objectives:

- i. To examine the effect of students' life at school on academic performance in O'Level at G.S Nyarugenge.
- ii. To investigate on students' academic life and related challenges at G.S Nyarugenge.
- iii. To find out the measures which should be taken to handle students 'problems related to their academic performance in O' Level due to their life situation at G.S Nyarugenge.

1.5. Research questions

The study sought to answer following research questions;

- i. What are the effects of students' life at school on academic performance level in O'Level at G.S Nyarugenge?
- ii. What are the students' life challenges on academic performance in O'Level at G.S Nyarugenge?
- iii. What are the measures which should be taken to handle students 'problems related to their academic performance in O' Level due to their life situation at G.S Nyarugenge?

1.6. Significance of Study

The research findings are beneficial to the responsible officials in the Ministry of Education and schools on living conditions affect students' academic performance in the country. The findings are also an addition to the existing research information in the country. The findings will be used by other researchers to build on as they do their research in the field of discipline, strikes in schools and other areas of research.

1.6.1. Personal Significance

This research enhanced new knowledge in the education field by expanding skills acquired from university in teaching profession. It will also help us to be awarded of bachelor degree in Faculty of Education with specialization in Languages from Kibogora Polytechnic.

1.6.2. Significance to G.S. NYARUGENGE

This research is important to Students, teachers, and school administration of G.S. NYARUGENGE. It will generate knowledge on the effects of students' life at school on academic performance and solutions to the problems faced by students. It is hoped that the findings of the study may help school administrators reflect upon various factors that influence the academic performance among students. They could investigate the possibility of introducing those factors to their schools which may consequently lead to reducing absenteeism, dropouts and repetition and consequently affecting performance level of day schools. This will bring insight on the improvement of students 'life at school and improve the teaching learning ability of day students in 9YBE.

1.6.3. Significance to the Ministry of Education

This study will help the Ministry of Education-to adjust strategies to improve the students' life at school on teaching-learning process and to suggest some solutions to the problems faced by students during their learning process.

1.6.4. Significance to the researchers

Future researchers and stakeholders will make use of the findings from this study to help them make decisions in developing strategies towards improvement of academic standards and

students 'life at schools. The study should be used in identifying priority areas and gaps on which to carry more research about 9YBE and 12YBE in Rwanda.

1.7. Limitations of the study

According to Mugenda and Mugenda (2003), limitation is an aspect that may influence the results negatively, but over which the researcher has no control. The study may be limited by time. This is in the sense that, the time available for the study work and linkage with the supervisor could be limited. However this can be solved by the researcher taking the limited months allocated by Kibogora Polytechnic and using online communication with the supervisor. Also, the study may be limited by financial resources in that the finances needed for the fieldwork and preparing travels to the field could be high. However, the researcher can seek for personal financial assistance and support. The study only focused on effect of students' life at school on academic performance in O' Level at G.S. Nyarugenge.

1.8. Scope of the Study

The scope of this study comprised by geographical scope, time scope and the content scope as follow:

1.8.1. Geographical scope

This study conducted at GS Nyarugenge, Kinazi Sector, Ruhango district in Southern Province.

1.8.2. Time scope

The study conducted from 2018 to 2021 because this time was sufficient for conducting and obtaining relevant information related to the research objectives.

1.8.3. Content scope

The content scope of the study was the effect of students' life at school on academic performance in O'Level at G.S Nyarugenge.

1.9. Structure of the Study

This study is divided into five chapters: the first chapter is about general introduction. The chapter present the background to the study, problem statement, purpose of the study, research objectives both general objective and specific objectives, research questions, significance of study, scope of the study and structure of the study. The second chapter deals with the review of

literature; that is to say a theoretical part that allows the researcher to review and assess existing literature about key concepts. The third chapter is the methodology which contains the research design, description of research site, population and sample, sampling techniques, instruments of data collection, and techniques for data analysis. Chapter four is about data presentation, analysis and interpretation. Lastly, Chapter five deals with, conclusions and recommendations.

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

This chapter concerns the literature review related to this proposal. It provides the definitions of key concepts, theoretical orientations and discussed others related published works by other scholars and writers on the effect of students' life at school on academic performance .

2.1 Definition of Key Terms

2.1.1. Effect

A change or changed state occurring as a direct result of action by somebody or something else, in this study, how is students' performance in school affected by their discipline. To have an effect on or power over somebody or something so that he or she or it change (Fontana, 2012).

2.1.2. Student

According to Oxford English Dictionary (1884), a student is primarily a person enrolled in a school or other educational institution and who is under learning with goals of acquiring knowledge, developing professions and achieving easy employment at a particular field. In the broader sense, a student is anyone who applies themselves to the intensive intellectual engagement with some matter necessary to master it as part of some practical affair in which such mastery is a basic or decisive.

In the United Kingdom and most commonwealth countries, the term "student" denotes those enrolled in secondary schools and higher (e.g., college or university); those enrolled in primary/elementary schools are called "pupils"(Cambridge English Dictionary, 2020).

2.1.3. Students' life

The students' life at school refers to access to food that is adequate meals, clean water and clean latrines, girls 'room, and enough classrooms for students and co-acurricular activities (Covay & Carbonaro, 2010).

2.1.4. Academic Performance

This is the aggregate success rate among students during different assessments from the school level to the national comprehensive assessments. It can be the outcome of students' effort in examinations measured by the average marks of the previous semesters and the total average marks or the extent to which a student, teacher or institution has achieved their short or long-term educational goals (Hijazi and Naqvi(2006); Vandamme, et al. (2005).

Academic Performance; in this study means the student attainment grade or score in mock or national examinations. The World Bank (2002) further observes that this achievement is evaluated by the mark or grade that student attain in tests or examinations done at the end of topic, term or year or education cycle. Therefore the quality of the grades and the number of the students that pass in various grades determine the level of academic performance.

2.2 Effect of students' life at school on academic performance

It is very essential to look into the factors other than intelligence that operate in a student's life such as motivation and diet. Study orientation is an overall measure of a student's study habits and attitude. Little study has been done looking at the learning habits and attitudes to learning of students at any level of the education system in Pakistan. Good students learn facts and skills by which they organize and express their thoughts and talents. It is true that we are all born with the ability to learn. As a student, we need to understand what would we want out of studying and what learning means to us. Poor study method clearly disrupt the progress of students (Rowntree, 1983).

A study by Nagaraju (2004) found that students in Secondary Schools in India usually do not devote sufficient time to their studies and seldom have proper study habits. Low performers have many non-productive study habits.

Students' study habits seem to show differences in how they learn and how serious they are about learning. There are a number of study methods identified as being helpful in the literature. Landsberger (2005) gave a list of keys to academic success: they are; taking responsibility, putting things in proper order, discovering one's key productivity periods and places, prioritizing productivity periods and places for the most difficult study challenges, considering oneself in a win-win situation, consulting with the teacher, and continuously challenge oneself. A good

student must draw up a timetable for study. This timetable should ideally indicate day, time and subjects to be studied. Such timetables are positively beneficial because they enable a learner to organize his study effectively (Rowntree, 1983).

Seebach (2006) suggests a study break (not a relaxation break) after every 15 to 20 min in which to recall what has been studied. Some time spent on rest and relaxation may actually save time in the long-run (La Bine, 1999). Breaks are an important part of study and students should show them on the timetable. It is difficult for most people to work for more than three hours without a break and if a learner persists in doing this, he is likely to find himself involved in ineffective cramming sessions (Freeman, 1982). The making and organization of a study plan is a major factor in accelerating the academic progress of students.

According to the (Maree 1997) "The attitude towards study is one of the main factors which affect academic performance of learners. Numerous studies have reported a positive correlation between attitudes towards subject and achievement". This has implication for teachers, who need to find ways of engaging the interests of students in their particular subjects. Students' performance in school is a topic of great concern to teachers, parents, and researchers. It puts a lot of pressure on students, teachers, schools, and the educational system in general (Padma, 2007). Achievement outcomes have been regarded as a function of two characteristics, "skill" and "will" and these must be considered separately because possessing the will alone may not ensure success if the skill is lacking when a student's life is not considered in terms of feeding and play.

Students' life indicated by access to feeding is very important in the life of learners since it affects students' thinking and intellectual development. It takes a central position in institutions that operate a residential programme for students (Kabanza, 1997). Food therefore plays an important role in the learning process. Educational institutions in Uganda are required to ensure that students' feeding is well catered for in order to pursue their educational aspirations comfortably (Kajubi, 1992). Nyamwaya and Oduol (1994) in their study about Health Education assert that food is important for good health and proper growth and development of the body. They concluded that if people eat very little or the wrong foods they become weak, get sick easily and could even die. To them, a balanced meal should consist of different types of foods, energizes and protects people from falling sick easily. Kabanza (1997) recommended to

institutional authorities that the nutrient value of foods should be considered during food selection to avoid nutritional deficiencies. In view of that, better life at school promotes good academic performance in national examinations and comprehensive assessments.

Doris (1994) also reports that there is a relationship between hunger and classroom performance. According to Doris (1994), as the time between meals increases, concentration reduces. In this case, students' attention is directed on how to satisfy hunger and later this can generate anger in the student leading to absenteeism in class either physically, mentally or both. In fact, Kleinman, et al (1998)'s analysis showed that virtually all behavioral, emotional and academic problems were more prevalent on hungry children. Kleinman (1998) further observed that hungry students are likely to be depressed, anxious, functioning poorly, have poor grades, absent for school and inattentive in class. Such students lack concentration in class because of the psychological and physiological disturbance inflicted on them by hunger. It is difficult for students to cope with learning demands on empty stomachs. This hunger which causes low concentration in class may be one of the causes of poor performance among students.

2.3 Students' life challenges on academic performance

The students' life challenges on academic performance can be explained various scopes such as academic, financial issues, social, personal and emotional dimensions. A number of students commonly have problems in their academic undertakings such as hunger, tiredness and lateness caused by long distance from home to school (Aspiras & Aspiras, 2014). In the context of Philippines many students who do not take their studies seriously, have poor class attendance, submit poor quality requirements, refuse to participate in class activities, and get low exam scores although teachers believe they can perform better. Moreover, students face Academic problems are the concerns of the students on their interest and motivation to study, learning skills and environment, as well as, their teachers' teaching strategies and teacher-student interactions. Some students face financial problems since socio-economic status that reflects incapability to pay for school fees and other academic requirements. Social problems are the challenges on the students' interpersonal relationship for friendship, family, social organizations and romantic attachments. Emotional problems are the concerns of the students on affections, depression and expressing their emotions. Personal problems refer to issues on self-efficacy and self-concept that can be associated with academic performance; while spiritual problems reflect the needs of

the students for religious expressions and spiritual practices that influence lives. Poor language proficiency indicated by lack of language skills has been found to result into poor academic performance among learners in O'Level (Coleman-King (2012, p. 507).

Many schools have Poor facilities. Indications of having these poor facilities are non-working or poorly maintained public comfort rooms, lack of classrooms, overcrowding in classrooms, inadequate school needs such as chairs and desks, poor ventilation, unsanitary and crowded canteens and more. These negatively affect the academic performance of students in secondary schools. Student who adopt ineffective study strategies they are likely to performance poorly in academic and as a result also others tends to drop out from school either early in form one or in any year. (Biggs, 1987, & Radford, 2001).

Causes of fluctuating performances among students have also been attributed to teacher-student interactions, Inadequate intrinsic and extrinsic motivations, (Tukur & Musa, 2001), classroom behavior (Tukur & Musa, 2001) and other extraneous variables. Also lack of effective motivation towards students learning among secondary school students is another factor which led to poor academic performance of secondary school students and their study life in general. Poor academic performance which ends up with student failure in the last secondary school national examinations it is a burden not only for the parents but also the community at large (Adamu, 1998).

2.4 Measures for improving Students' life in order to enhance their academic performance

Studies assert that opportunities should enable the students to master prerequisite skills (Kaput, 2018) and display the culminating performance tasks (Alata, 2019); engage students in high support for their need of relatedness in order to increase their level of motivation, engagement, and effort (Perlman, 2015); address students' needs and problems (Dagdag, Cuizon, & Bete, 2019); and allow them to learn on their own pace (Kaput, 2018). The principle suggests that equitable learning is likely to lead to successful learning when there is a multidimensional expansion of learning opportunities. Homework completion is seen as a determinant of a student's academic success (Bang et al., 2011).

Research consistently shows that hungry students cannot learn. Specifically, students who routinely eat a nourishing breakfast perform better in school and have lower rates of absenteeism and tardiness. After a comprehensive literature review of 22 different studies, West Ed gave an

“A-” to the national evidence linking school breakfast and academic performance. One such study in Philadelphia and Maryland found that students who ate school breakfast at least four days per week averaged almost a whole letter math grade higher than students who rarely ate school breakfast (Jack O’Connell & John Chiang, 2010)

Study strategies are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. They include mnemonics, which aid the retention of lists of information; effective reading; concentration techniques; and efficient note-taking. Any study strategy which boosts a person’s ability to pass examinations can be termed study skills, and these could include time management and motivational techniques. Lower achiever students will improve their understanding and academic performance when they learn to apply effective study strategies. Once they learn those study strategies they will be well on their way to becoming the successful students in academic performance. When the students improve the study skills and study strategies will be able to reduce test anxiety, increase confidence, competence, and self-esteem. Students will realize that good grades are not always achieved through studying long hours, but they can use few hours for study by studying efficiently through knowing how to study by using different effective study strategies (Nicaise & Gettinger, 2015).

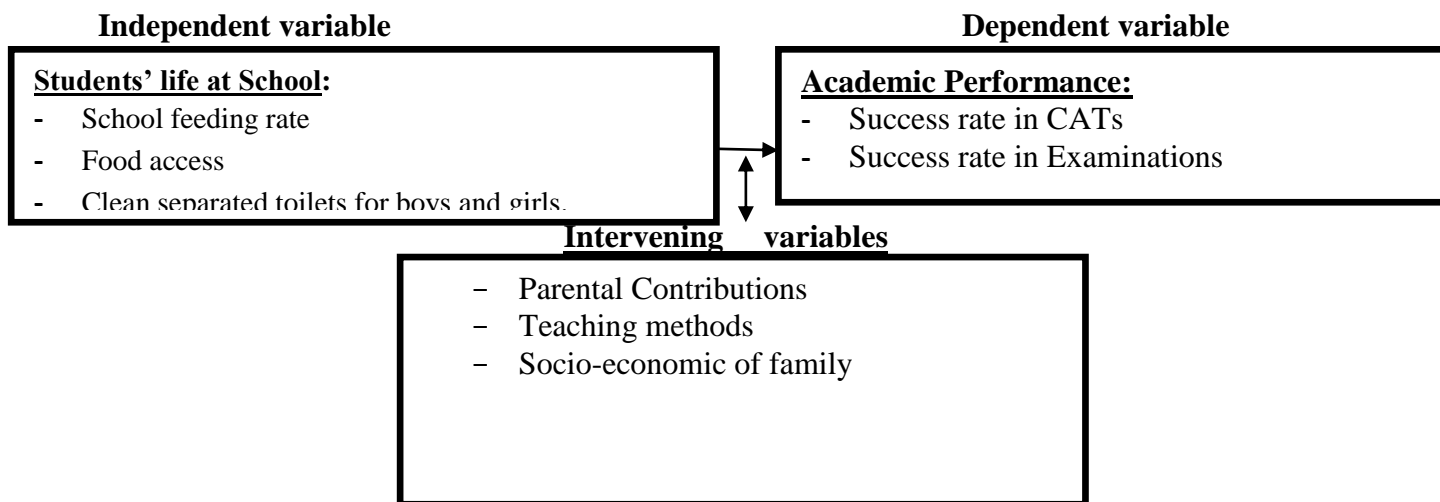
In a study by (Kozulin et al., 2003), family and environmental factors were found to affect students’ performance. The factors are parents’ expectation and attribution, structure and learning, home effective environment, discipline, and parent’s involvement. McCartney (2007) concluded that good teacher-child relationships encourage better achievement of students and harsh attitude of teachers has negative effect on the academic achievement of students while little incentives and rewards affect positively the learning activities. Teaching methodology has also an important role in the learning achievements of the students. Interesting, understandable, flexible, and innovative teaching methods have great impact on the academic achievements of the students (Carter, 2009).

Gilbert (2005) argued that students who were taught by Learner-Centered learning method through Think Pair and Share, Question and answers method, Discussion method, Brainstorming, Demonstration method) compatible with their learning style did better than those whose learning styles were not matched with the teaching methodologies. A students’ style of

learning, if accommodated, can result into improved attitudes toward learning and an increase in thinking skills, academic achievement, and creativity (Witzier & Kruger,2003). Kolb further identified four learning styles in terms of accommodation, assimilation, converging, and diverging and four learning modes that is to say; concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2013). This teaching method applies the strategies used by both teacher-centered and student-centered approaches. The knowledge submitted by learners is more remembered than information shared by a teacher to his/her learners (Stewart& Felicetti, 1992). This approach exhorts the students to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. According to Witzier & Kruger, they indicate that this teaching-learning method is reasonably more effective in ameliorating students’ academic performance (Witzier & Kruger, 2003).

2.5. Conceptual frame work

Below is a conceptual framework showing the effect of students’ life at School on Academic Performance. The independent variable is “**Students’ life at School**” while dependent variable is “**Academic Performance**”. The intervening variables considered include school feeding rate, food access and teaching methods. Figure 1 illustrates the relationship between variables:



Source: Researcher’s conception based on the existing literature (2022)

Figure1: Conceptual framework

The conceptual framework shows that students’ life at school which is an independent variables indicates by school feeding rate, food access and enough clean separated toilets for boys and girls

leads to academic performance which is dependent variables as indicated by success rate in CATs and success rate in examinations. Not only that, but also there is interaction of these independent and dependent variables that influence both variables as indicated by parental contributions, intrinsic and extrinsic motivation, teaching methods, socio_economic of the family considered as intervening variables.

2.6. Research gaps

Referring to Doris (1994) reported that there is a relationship between hunger and classroom performance as long as the time between meals increases, concentration reduces but he did not talk about the students' life at school especially in O'level. This is the reason why we put emphasis on the effect of students' life at school on academic performance in O'Level at GS.NYARUGENGE.

2.7. Related literature

This study was guided by Maslow's theory of Motivation as cited in Okumbe (1998) which argues that individuals (in this case students) learn better when all physiological needs are gratified. Maslow further elaborated the theory in Okumbe (1998) and lists the physiological needs like hunger, thirst, sleep and other needs. Kasenene (1999) citing Maslow (1972) emphasized that students cannot expend energy and learn if they are hungry and malnourished. However, in developing countries like Rwanda, these needs may not be given priority in poor schools yet are likely to affect students' academic performance and this drove the researcher to find out the effect of students' life on their academic performance.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the framework within which the research was conducted. The chapter presents the research design, the target population, the sample size, the sampling techniques, research instruments, data collection procedures, data analysis and ethical consideration.

3.1 Research Design

The research design is the outline of procedures involved in conducting research. It is a general set of operating guidelines within which the research is carried out in consistency manner, with specific methods (Grinnell and William, 1990). This study used a descriptive study design. Descriptive survey research design was used in preliminary and exploration studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002).

3.2 Target Population, Sampling Procedures and Sample Size

3.2.1 Target Population

Population is defined as the study of objects which may be individuals, groups, organizations, human products and events or the conditions to which they are exposed (Bouchard, 1990). The population for this study was secondary school head teacher, dean of studies, teachers, and students of G.SNyarugenge. In this G.SNyarugenge, there are 410 students taught by 16 teachers. Population refers to an entire group of individuals, events or object having common observable characteristics (Oso & Onen, 2008). So, out of such population, a sample of G.S Nyarugenge was selected and respondents were head teacher, sixteen teachers and four hundreds and ten students from G.SNyarugenge.

Table 1: Target Population

Category of respondents	Frequency	Males	Females
Head teacher	1	1	0
Dean of studies	1	1	0
Teachers	16	8	8
S1	170	81	89
S2	142	73	69
S3	98	46	52
Total :	428	210	218

Source: Primary Data (2022)

As population refers to an entire group of individuals, events or object having common observable characteristics, however, given that this population was huge, we proceeded to the sampling of this target population.

3.2.2. Sample size and sampling techniques

i) Sample Size

The sample size is a part of the population under the study. The Yamane's formula was used to determine the sample size with a 10% as the standard error. The formula is expressed as follows:

$$n = \frac{N}{1 + N(e)^2}, \text{ Where: } N = \text{Population}$$

n = Sample size

e = Level of precision /standard error

N = 410 population of O.Level students from G.SNyarugenge

e = 10%. This formula was written by Yamane (1967)

Then if the population is 410,

$$n = \frac{410}{1 + 410(0.1)^2} = 80.3 \approx 80 \text{ respondents from O'Level students.}$$

The formula of proportionate stratum was used in order to collect the accurate and reliable information from students and teachers from O'Level at G.SNyarugenge.

Table 2: Sample size distribution

Category of respondents	Target population	Sample size
Senior 1	170	$\frac{80 \times 170}{410} = 33.1 \approx 33$
Senior 2	142	$\frac{80 \times 142}{410} = 27.7 \approx 28$
Senior 3	98	$\frac{80 \times 98}{410} = 19.1 \approx 19$
Total :	410	80

Source: Primary Data (2022)

The total respondents are made of 80 sampled students plus 16 teachers, 1 dean of studies and 1 headteacher which make 98 respondents who participate in the research.

3.2.3 Sampling Technique:

The sampling technique is a process by which a researcher chooses the sample from the whole studied population (Grinnell and William, 1990). The study used simple random sampling and purposive sampling techniques.

3.2.3.1. Simple Random Sampling

This technique used to select students respondents from which quantitative data were delivered. Simple random sampling entails selecting any element with each member of the target population having an equal and independent chance of being included in the sample (Cohen, et al., 2000).

3.2.3.2. Purposive Sampling

Purposive sampling used in this research to intentionally select teachers and school head teachers of G.S Nyarugenge from which qualitative data was taken. Generally, the sample selection is based on the purpose of the research or critical characteristics (Oso & Onen, 2008). Purposive sampling enables the researcher to select respondents on the basis of his/her judgment. The

technique is considered as the most important kind of proportionate stratum sampling to identify the primary participants.

3.2.3.3.Stratified sampling

Stratified random sampling is one common method that is used by researchers because it enables them to obtain a sample population that best represents the entire population being studied, making sure that each subgroup of interest is represented (Punch, 2006). Stratified random sampling is a method of sampling that involves the division of a population into smaller subgroups known as strata. In stratified random sampling, or stratification, the strata were formed based on members' shared attributes or characteristics.

3.3 Data Collection tools and procedures

3.3.1 Data Collection tools

3.3.1.1 Questionnaire

A questionnaire is a set of questions designed to generate the data necessary for accomplishing the objectives of the study. Questionnaire is a set of written questions which calls the response on the part of the clients (Grinnell and William, 1990). In the present study, a questionnaire used to collect data from students' respondents. It involved open and closed ended questions. The type of instruments that was referred to while collecting primary data was the questionnaire. With the questionnaire, closed ended questionnaires were used to obtain data. The preference on this tool was due to the fact that respondents were free and flexible in delivering whatever quantitative information. As mentioned above, questionnaires were administered to secondary school students to probe the effect of students' life at school on academic performance in O'Level at G.SNyarugenge. Questionnaire was expected to generate quantitative data. Each questionnaire composed of two sections including respondent's personal information (section A) and questions that related to the research objectives and research questions (section B). These kinds of questions responded by the students from GS Nyarugenge.

3.3.1.2. Interview

Interview questions were given to the teachers and school head teacher. Many reasons explain why researchers use interview, need to attain highly personalized data, opportunities required for probing (Cohen, et al., 2000). Interview administered to teachers,deam of studies and secondary

school head teacher to find out their perceptions on the effect of students' life at school on academic performance in O'Level at G.SNyarugenge. This interview composed of four questions about the effect of students' life at school on academic performance in O'Level at G.SNyarugenge. The interview generated qualitative data from to the teachers, deam of studies and school head teacher at GS Nyarugenge.

3.3.2. Data collection procedures

3.3.2.1. Primary data

Primary data comes from people you are researching from and therefore the most direct kinds of information you can collect. Primary data is said to be first hand observation and investigation (Cohen, et al., 2000). Primary data are information collected by a researcher specifically for a research assignment. In other words, primary data are information that a company must gather because no one has compiled and published the information in a forum accessible to the public. In addition, primary data are original in nature and directly related to the issue or problem and current data. Primary data are the data which the researcher collects through various methods like interviews, surveys, questionnaires etc.

3.3.2.2. Secondary data

Secondary sources is an expression employed by researchers in history to indicate historical work being presented in the form of a work of synthesis based on primary sources and, often, consultation of other secondary sources. The good thing with existing data is that we do not need to collect them no need to survey the people with related problems of time and costs but rather consult existing data (Grinnell and William, 1990).

Secondary data of this study gathered how stuidents' life at school affects academic performance especially form different school documents.

3.4. Data Analysis

Data analysis is a process of inspecting, organizing collected data in order to take from them the useful information, suggesting conclusions and supporting decision making. The selection of data analysis method is an important aspect to successfully achieve the research aims and objectives (Cohen, et al., 2000). In this study, the researcher used descriptive statistics through Microsoft Excel as a tool for data entry and data analysis. The data collected also analysed

basing on the number of respondents; calculations of percentages performed and based on the latter to draw conclusion and recommendations. Thus, qualitative data analyzed through content analysis.

3.5. Reliability and validity measures

Reliability and validity are concepts used to evaluate the quality of research. They indicate how well a method, technique or test measures something. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure. It's important to consider reliability and validity when you are creating your research design, planning your methods, and writing up your results, especially in quantitative research (Cohen, et al., 2000).

3.5.1 Reliability measure

It is the extent to which the results can be reproduced when the research is repeated under the same conditions (Cohen, et al., 2000). Hence, the researchers checked the consistency of results across time, across different observers, and across parts of the test itself.

3.5.2 validity measures

It is the extent to which the results really measure what they are supposed to measure (Cohen, et al., 2000). Hence, the researchers checked how well the results correspond to established theories and other measures of the same concept.

3.6. Ethical Consideration

All research must be carried out with respect for the participants. The information got from my research kept and used clearly and confidentially. The respondents were explained about the purpose of the research. Names, addresses and contacts of respondents were not disclosed.

The research was conducted respecting inclusive principles. Confidentiality and free consent were respected. The researchers got authorization for data collection through supervisor guidance. The Recommendation Letter from the Faculty of Education, Language department and Acceptance was directed to G.S Nyarugenge located in Kinazi sector, Ruhango District. Ensuring confidentiality of data and data sources, nondisclosure and exposing the interviewees. Moreover, participation in this study was voluntary; no pressure of any kind was put on respondents.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the research in reference to the research objectives. They are presented and analyzed using frequency tables, figures and percentages to determine the effect of students' life at school on academic performance in O'Level in G.SNyarugenge. It presents also discussions of findings obtained.

4.1 Presentation of findings and interpretations

4.1.1 Identification of Respondents

During the study, researcher characterized the respondents according to their gender and educational background level of respondents.

4.1.1.1 Age group of respondents

During the study, respondents were asked to indicate their age groups and the findings are presented in table 3 below.

Table 3: Age distribution of respondents

Age	Students		Staff (teachers and head teachers)	
	Frequency	Percent	Frequency	Percent
14 years	64	80.0	0	0.0
15-17 years old	16	20.0	0	0.0
18-20 years old	0	0.0	0	0.0
Above 21 years	0	0.0	18	100

Source: Primary data, 2022

Table 3 indicates the findings of age group, with 80% of respondents were in age of 14 years old and 20% were 15-17 years old and were students while none of students' respondents who were in age group between 18-20 years old, or above 21 years. On side of staff constituted by teachers

and school head teacher within 100% of them were in age group above 21 years old while none of respondents stated that they had age of 14 years old, 15-17 years old or 18-20 years old.

This finding shows that the research was conducted on mature people who are likely to provide relevant information as they can judge effectively the effect of students' life at school on academic performance in O'Level in G.SNyarugenge.

4.1.1.2. Gender of respondents

During the study, respondents were asked to indicate their gender.

Table 4: Gender of respondents

Gender Category	Male		Female	
	Frequency	Percent	Frequency	Percent
Students	31	38.8	49	61.2
Staff (teachers and head teachers)	10	55.6	8	44.4

Source: Primary data, 2022

Table 4 indicates that among students 61.2% of respondents were female and 38.8% were male. For staff constituted by teachers and school head teacher, 55.6% were male and 44.4% were female. This shows that all genders were represented in the research, although number of female is greater than male. Hence, they shared information about the effect of students' life at school on academic performance in O'Level regarding to how they know.

4.1.1.3. Educational level of respondents

During the study, respondents were characterized by their education level.

Table 5: Education of respondents

Education qualification	Students		Staff			
	Frequency	Percent	Head teacher		Teachers	
			Frequency	Percent	Frequency	Percent
Senior 1	33	41.3	0	0.0	0	0.0
Senior 2	28	35	0	0.0	0	0.0
Senior 3	19	23.7	0	0.0	0	0.0
Bachelors' degree	0	0.0	1	5.6	17	94.4

Source: Primary data, 2022

The above table indicates that within the 80 students of ordinary level, 33 students' respondents with 41.3% were in year senior 1, 28 students' respondents with 35% were in senior 2 and 19 students' respondents with 23.7% were in senior 3. The rest 17 respondents were staff within bachelor degree including 5.6% who was head teacher while 94.4% were teachers, none of staff having senior one, two or three qualification.

This means that all respondents had enough knowledge to judge the effect of students' life at school on academic performance in O'Level in G.SNyarugenge. Additionally, results from the table 5 above shows that the students are highly participating in providing information about the research objectives as they are ones who are likely to behave well so as to succeed in their studies. Information from different categories with different ages is judge to be relevant.

4.1.2. Research Findings from the students at G.SNyarugenge

The findings of this research were presented and analyzed relating to the questions of research objectives.

4.1.2.1. Effect of students' life at school on academic performance in O'Level at G.S Nyarugenge

The first objective of this study was to examine the effect of students' life at school on academic performance in O'Level at G.S Nyarugenge. To arrive at the results, respondents were asked to indicate their level of agreement with the proposed statements.

The bellow table indicates the findings on how students' life indicated by access to feeding is very important in the life of learners leads to well academic performance since it affects students' thinking and intellectual development.

Table 6: Students' life indicated by access to feeding is very important in the life of learners leads to well academic performance

Level	Frequency	Percentage
Strong agree	63	78.7
Agree	6	7.5
Disagree	11	13.8
Strong disagree	0	0

Source: Primary data, 2022

The findings from table 6 indicate that students' life indicated by access to feeding is very important in the life of learners leads to well academic performance since it affects students' thinking and intellectual development as 78.7% of respondents (n=63) agreed strongly; 7.5% of respondents (n=6) agreed; 13.8% of respondents (n=11) disagreed, none of respondents disagreed strongly. This indicates that it is very essential to look into the factors other than intelligence that operate in a student's life such as motivation and feed students so as to make them learning well without hunger.

The bellow table indicates the findings on how students' bad life at school such as hungry students are likely to be depressed, anxious, functioning poorly, have poor grades, absent for school and inattentive in class.

Table 7: Students' bad life at school such as hungry students are likely to be depressed, anxious, functioning poorly, have poor grades, absent for school and inattentive in class

Level	Frequency	Percentage
Strong agree	6	7.5
Agree	60	75.0
Disagree	9	11.3
Strong disagree	5	6.2

Source: Primary data, 2022

The findings from table 7 indicate that students' bad life at school such as hungry students are likely to be depressed, anxious, functioning poorly, have poor grades, absent for school and inattentive in class as 75% of respondents (n=60) agreed; 7.5% of respondents (n=6) agreed strongly; 11.3% of respondents (n=9) disagreed, 6.2% disagreed strongly (n=5). This indicates that food therefore plays an important role in the learning process. Hence, educational institutions are required to ensure that students' feeding is well catered for in order to pursue their educational aspirations comfortably.

The bellow table indicates the findings on how possessing the will alone may not ensure success if the skill is lacking when a student' life is not considered in terms of feeding and play.

Table 8: Possessing the will alone may not ensure success if the skill is lacking when a student' life is not considered in terms of feeding and play

Level	Frequency	Percentage
Strong agree	6	7.5
Agree	73	91.2
Disagree	1	1.3
Strong disagree	0	0

Source: Primary data, 2022

The findings from table 8 indicate that possessing the will alone may not ensure success if the skill is lacking when a student' life is not considered in terms of feeding and play as 91.2% of respondents (n=73) agreed; 7.5% of respondents (n=6) agreed strongly; 1.3% of respondents (n=1) disagreed, none of respondents disagreed strongly. This indicates that academic achievement outcomes have been regarded as a function of two characteristics, "skill" and "will" and these must be considered separately.

The bellow table indicates the findings on how the attitude towards study is one of the main factors which affect academic performance of learners.

Table 9: The attitude towards study is one of the main factors which affect academic performance of learners

Level	Frequency	Percentage
Strong agree	62	77.5
Agree	6	7.5
Disagree	12	15
Strong disagree	0	0

Source: Primary data, 2022

The findings from table 9 indicate that the attitude towards study is one of the main factors which affect academic performance of learners as 77.5% of respondents (n=62) agreed strongly; 7.5% of respondents (n=6) agreed; 15% of respondents (n=12) disagreed, none of respondents disagreed strongly. This indicates that there is a positive correlation between attitudes towards subject and academic achievement. This has implication for teachers, who need to find ways of engaging the interests of students in their particular subjects. Students' performance in school is a topic of great concern to teachers, parents, and researchers. It puts a lot of pressure on students,

teachers, schools, and the educational system in general. Therefore, the teacher has a key role to play in providing an encouraging learning environment for their students to excel academically.

4.1.2.2. Investigation on students’academic life and related challenges in O’ Level at GS.Nyarugenge

The second objective of this study was to investigate on students’ academic life and related challenges in O’Level at GS.Nyarugenge. To arrive at the results, respondents were asked to indicate whether some students face financial problems since socio-economic status that reflects incapability to pay for school fees and other academic requirements. Below, they are their level of agreement with the proposed statement, and the following were obtained:

Table 10: Some students face financial problems since socio-economic status that reflects incapability to pay for school fees and other academic requirements

Level	Frequency	Percentage
Strong agree	10	12.5
Agree	63	78.7
Disagree	7	8.8
Strong disagree	0	0

Source: Primary data, 2022

The findings from table 10 indicate that some students face financial problems since socio-economic status that reflects incapability to pay for school fees and other academic requirements as 78.7% of respondents (n=63) agreed; 12.5% of respondents (n=10) agreed strongly; 8.8% of respondents (n=7) disagreed, none of respondents disagreed strongly. This indicates that socio-economic problems in a family affects wellbeing of students as they can not obtain sufficient materials that used by the students as well as the fees to feed them during the school. Hence, it affects them to get poor academic scores.

The bellow table indicates the findings on how students face academic problems are the concerns of the students on their interest and motivation to study, learning skills and environment, as well as, their teachers’ teaching strategies and teacher-student interactions.

Table 11: Students face academic problems are the concerns of the students on their interest and motivation to study, learning skills and environment

Level	Frequency	Percentage
Strong agree	53	66.2
Agree	10	12.5
Disagree	12	15
Strong disagree	5	6.3

Source: Primary data, 2022

The findings from table 11 indicate that students face academic problems are the concerns of the students on their interest and motivation to study, learning skills and environment, as well as, their teachers' teaching strategies and teacher-student interactions as 66.2% of respondents (n=53) agreed strongly; 12.5% of respondents (n=10) agreed; 15% of respondents (n=12) disagreed, 6.3% disagreed strongly. This indicates that many students who do not take their studies seriously, have poor class attendance, submit poor quality requirements, refuse to participate in class activities, and get low exam scores although teachers believe they can perform better.

The bellow table indicates the findings on how students commonly have problems in their academic undertakings such as hunger, tiredness and lateness caused by long distance from home to school.

Table 12: Students commonly have problems in their academic undertakings such as hunger, tiredness and lateness caused by long distance from home to school

Level	Frequency	Percentage
Strong agree	4	5
Agree	74	92.5
Disagree	2	2.5
Strong disagree	0	0

Source: Primary data, 2022

The findings from table 12 indicate that students commonly have problems in their academic undertakings such as hunger, tiredness and lateness caused by long distance from home to school as 92.5% of respondents (n=74) agreed; 5% of respondents (n=4) agreed strongly; 2.5% of respondents (n=2) disagreed, none of respondents disagreed strongly. This indicates that there is

considerable correlation between environment and academic performance. Hence, the students' life challenges on academic performance can be explained various scopes such as academic, financial issues, social, personal, emotional dimensions and environmentally.

The bellow table indicates the findings on how social problems are the challenges on the students' interpersonal relationship for friendship, family, social organizations and romantic attachments.

Table 13: Challenge of social problems

Level	Frequency	Percentage
Strong agree	24	30
Agree	44	55
Disagree	12	15
Strong disagree	0	0

Source: Primary data, 2022

The findings from table 13 indicate that social problems are the challenges on the students' interpersonal relationship for friendship, family, social organizations and romantic attachments as 55% of respondents (n=44) agreed; 30% of respondents (n=24) agreed strongly; 15% of respondents (n=12) disagreed, none of respondents disagreed strongly. This indicates that it seems that causes of low academic performance are varied and cannot be associated with a single factor alone. It is clearly that proponents of self-concept have found that self-concept and its variables may be a paramount factor in academic failure. Causes of fluctuating performances among students have also been attributed to teacher-student interactions, Inadequate intrinsic and extrinsic motivations.

The bellow table indicates the findings on how the students' life challenges with Personal problems refer to issues on self-efficacy and self-concept that can be associated with academic performance.

Table 14: Challenge of the students' life with Personal problems refer to issues on self-efficacy and self-concept that can be associated with academic performance

Level	Frequency	Percentage
Strong agree	9	11.2
Agree	70	87.5
Disagree	1	1.3
Strong disagree	0	0

Source: Primary data, 2022

The findings from table 14 indicate that the students' life challenges with Personal problems refer to issues on self-efficacy and self-concept that can be associated with academic performance as 87.5% of respondents (n=70) agreed; 11.2% of respondents (n=9) agreed strongly; 1.3% of respondents (n=1) disagreed, none of respondents disagreed strongly. This indicates that personal problems based on lack of effective motivation towards students learning among secondary school students is another factor which led to poor academic performance of secondary school students and their study life in general. Poor academic performance which ends up with student failure in the last secondary school national examinations it is a burden not only for the parents but also the community at large.

4.1.2.3. Measures for improving Students' life in order to enhance their academic performance

The third objective of this study was to find out the measures which should be taken to handle students 'problems related to their academic performance in O' Level due to their life situation at G.S Nyarugenge. The following tables highlights the respondents' views regarding to the proposed possible strategies.

The bellow table indicates the findings on how it is better to solve financial problems that students face with by increasing socio-economic status that reflects capability to pay for school fees and other academic requirements.

Table 15: Strategied of solving financial problems that students face with

Level	Frequency	Percentage
Strong agree	6	7.5
Agree	62	77.5
Disagree	5	6.3
Strong disagree	7	8.7

Source: Primary data, 2022

The findings from table 15 indicate that it is better to solve financial problems that students face with by increasing socio-economic status that reflects capability to pay for school fees and other academic requirements as 77.5% of respondents (n=62) agreed; 7.5% of respondents (n=6) agreed strongly; 6.3% of respondents (n=5) disagreed, 8.7% disagreed strongly. This indicates that if financial problems students faced with based on socio-economic status solved, the

capability to pay for school fees and other academic requirements would be obtained. Hence, the students would learn comfortably, and then will improve their academic performance.

The below table indicates the findings on how there is a need of solving academic problems that students face with by elaborating teaching methodology which has also an important role in the learning achievements of the students. Interesting, understandable, flexible, and innovative teaching methods have great impact on the academic achievements of the students.

Table 16: Strategy of solving academic problems that students face with by elaborating teaching methodology

Level	Frequency	Percentage
Strong agree	3	3.8
Agree	75	93.7
Disagree	2	2.5
Strong disagree	0	0

Source: Primary data, 2022

The findings from table 16 indicate that there is a need of solving academic problems that students face with by elaborating teaching methodology which has also an important role in the learning achievements of the students. Interesting, understandable, flexible, and innovative teaching methods have great impact on the academic achievements of the students as 93.7% of respondents (n=75) agreed; 3.8% of respondents (n=3) agreed strongly; 2.5% of respondents (n=2) disagreed, none of respondents disagreed strongly. This indicates that if the school is well facilitated and the needs of the learners are catered for, there will be good academic achievement. This can also be improved by the availability of resources, relevant educators, enough learning space when is conducive, relevant teaching style. Therefore, teachers should play a vital role in creating an environment that supports students' learning. They often do this through their support for students' autonomy.

The below table indicates the findings on how improving the wellbeing of students by feeding them because hungry students cannot learn.

Table 17: Strategy of improving the wellbeing of students by feeding

Level	Frequency	Percentage
Strong agree	3	3.8
Agree	68	85
Disagree	9	11.2
Strong disagree	0	0

Source: Primary data, 2022

The findings from table 17 indicate that the improving the wellbeing of students by feeding them because hungry students cannot learn as 85% of respondents (n=68) agreed; 3.8% of respondents (n=3) agreed strongly; 11.2% of respondents (n=9) disagreed, none of respondents disagreed strongly. This indicates that it is crucial to improve the wellbeing of of students by feeding them in order to motivate in their activities of learning where it should provide breakfast and food in order to prevent them hunger because hungry students cannot learn. Specifically, students who routinely eat a nourishing breakfast perform better in school and have lower rates of absenteeism and tardiness.

The bellow table indicates the findings on how it should be better to solve the issues associated with social problems on the students' interpersonal relationship for friendship, family, social organizations and romantic attachments.

Table 18: Strategy of solving the issues associated with social problems

Level	Frequency	Percentage
Strong agree	5	6.2
Agree	66	82.5
Disagree	9	11.3
Strong disagree	0	0

Source: Primary data, 2022

The findings from table 18 indicate that it should be better to solve the issues associated with social problems on the students' interpersonal relationship for friendship, family, social organizations and romantic attachments as 82.5% of respondents (n=66) agreed; 6.2% of respondents (n=5) agreed strongly; 11.3% of respondents (n=9) disagreed, none of respondents

disagreed strongly. This indicates that the existing system of education should solve the issues associated with social problems where entirely to take this factor into account at the time of motivating students to learn comfortably. Not only that, but also family and environmental factors were found to affect students' performance. The factors are parents' expectation and attribution, structure and learning, home effective environment, discipline, and parent's involvement. Good teacher-child relationships encourage better achievement of students and harsh attitude of teachers has negative effect on the academic achievement of students while little incentives and rewards affect positively the learning activities. Teaching methodology has also an important role in the learning achievements of the students. Interesting, understandable, flexible, and innovative teaching methods have great impact on the academic achievements of the students.

All in all, students will improve their understanding and academic performance when they learn to apply effective study strategies. Once they learn those study strategies they will be well on their way to becoming the successful students in academic performance. When the students improve the study skills and study strategies will be able to reduce test anxiety, increase confidence, competence, and self-esteem.

4.1.3. Different views from head teacher, dean of studies and teachers from G.SNyarugenge

The study entitled "The effect of students' life at school on academic performance in O'Level" conducted in G.SNyarugenge, was not only used questionnaires during collecting data that gave researcher quantitative data, but also head teacher and teachers were given interview in order to obtain qualitative data.

4.1.3.1. Effect of students' life at school on academic performance in O'Level at G.S Nyarugenge

The first question was related to how students' life at school affects their students' academic performance. The findings from the views of respondents acknowledged that students' life at school is a vital ingredient for the success of students' academic performance, both in and after school. The interviewed respondents acclaimed that: "Good students' life at school helps to develop desirable student learning experience. If the students' life at school is well, the academic performance will be good."

This reveals that if the wellbeing of students' life at school is not catered for, the students' achievement academically will be poor.

Again, the interviewed respondents added that: "Good students' life at school has affected the learner's academic performance and their progress in school".

It is clear that a positive correlation between students' life at school and academic performance was found in this study showing that if students' life at school is good helped students to perform well academically.

4.1.3.2. Investigation on students' academic life and related challenges in O' Level GS.Nyarugenge

For the second question related to the investigation on students' academic life and related challenges that are commonly found in this school associated with students' life at school that affects students' academic performance, the interviewed respondents concurred that some students face financial problems since socio-economic status that reflects incapability to pay for school fees and other academic requirements. This implied that socio-economic problems in a family affects wellbeing of students as they can not obtain sufficient materials that used by the students as well as the fees to feed them during the school.

For other challenges, social problems also mentioned. The interviewed respondents emphatically said that: "Social problems are the challenges on the students' interpersonal relationship for friendship, family, social organizations and romantic attachments. This has great negative impact on students' academic performance". Another interviewed respondents clarified that students' life challenges with Personal problems refer to issues on self-efficacy and self-concept that can be associated with academic performance.

4.1.3.3 Measures for improving Students' life in order to enhance their academic performance

For the third question related to the possible measures which should be taken to handle students' problems related to their academic performance in O' Level due to their life situation at G.S Nyarugenge, the interviewed respondents confirmed that solving the issues associated with students' life at school results in good academic achievement. The interviewed respondents

clarified that: “If the students are prevented hunger at school, there could be only good results in academic achievement.”

Not only that, but also interviewed respondents added that: “It is better to solve financial problems that students face with by increasing socio-economic status that reflects capability to pay for school fees and other academic requirements.”. This indicates that if financial problems students faced with based on socio-economic status solved, the capability to pay for school fees and other academic requirements would be obtained. Hence, the students would learn comfortably, and then will improve their academic performance.

All in all, student academic achievement can clearly be enhanced through considering and solving the issues associated with students’ life at school. Therefore, existing system of education should solve the issues associated with social problems where entirely to take this factor into account at the time of motivating students to learn comfortably.

4.2 summary of the findings

The present study sought to determine the effect of students’ life at school on academic performance in O’Level in G.SNyarugenge.

In regard to the effect of students’ life at school on academic performance, the study found that students’ life indicated by access to feeding is very important in the life of learners leads to well academic performance since it affects students’ thinking and intellectual development as approved 78.7%, the students’ bad life at school such as hungry students are likely to be depressed, anxious, functioning poorly, have poor grades, absent for school and inattentive in class as concurred on 75%, food therefore plays an important role in the learning process, the possessing the will alone may not ensure success if the skill is lacking when a student’ life is not considered in terms of feeding and play as confirmed on 91.2%, the attitude towards study is one of the main factors which affect academic performance of learners as agreed on 77.5%.

For the second objective of this study related to the students’ life challenges on academic performance, it was found that students face financial problems since socio-economic status that reflects incapability to pay for school fees and other academic requirements as 78.7%, students face academic problems are the concerns of the students on their interest and motivation to study,

learning skills and environment, as well as, their teachers' teaching strategies and teacher-student interactions as affirmed on 66.2%.

Regarding to the third objective of this study, it was found that it is better to solve financial problems that students face with by increasing socio-economic status that reflects capability to pay for school fees and other academic requirements as indicated on 77.5%. Also, the improving the wellbeing of students by feeding them because hungry students cannot learn as agreed on 85%. All in all, student academic achievement can clearly be enhanced through considering and solving the issues associated with students' life at school

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter is about the conclusions and recommendations in regard to the findings of the study presented in the previous chapter in order to determine the effect of students' life at school on academic performance in O'Level in G.SNyarugenge.

5.1. Conclusions

The present study sought to determine the effect of students' life at school on academic performance in O'Level in G.SNyarugenge. In regard to the effect of students' life at school on academic performance in O'Level where research was conducted, the study found that students' life indicated by access to feeding is very important in the life of learners leads to well academic performance since it affects students' thinking and intellectual development. Thus, the students' bad life at school such as hungry students are likely to be depressed, anxious, functioning poorly, have poor grades, absent for school and inattentive in class. Also, the possessing the will alone may not ensure success if the skill is lacking when a student' life is not considered in terms of feeding and play Not only that, but also the attitude towards study is one of the main factors which affect academic performance of learners.

For the second objective of this study related to the students' life challenges on academic performance, it was found that students face financial problems since socio-economic status that reflects incapability to pay for school fees and other academic requirements. Thus, students face academic problems are the concerns of the students on their interest and motivation to study, learning skills and environment, as well as, their teachers' teaching strategies and teacher-student interactions. Wrongly, students commonly have problems in their academic undertakings such as hunger, tiredness and lateness caused by long distance from home to school. Then, social problems are the challenges on the students' interpersonal relationship for friendship, family, social organizations and romantic attachments. Lastly, the students' life challenges with Personal problems refer to issues on self-efficacy and self-concept that can be associated with academic performance.

Regarding to the third objective of this study, it was found that it is better to solve financial problems that students face with by increasing socio-economic status that reflects capability to pay for school fees and other academic requirements. Also, the improving the wellbeing of

students by feeding them because hungry students cannot learn. Clearly, it should be better to solve the issues associated with social problems on the students' interpersonal relationship for friendship, family, social organizations and romantic attachments. All in all, student academic achievement can clearly be enhanced through considering and solving the issues associated with students' life at school.

5.2 Recommendations

The findings of the present study are recommending different education stakeholders. It is in this way that some recommendations are addressed to school leaders, and teachers, parents and students for future success of the education in general and academic performance in particular. Based on the findings of the study the researcher recommends the following:

➤ To school leaders

- Secondary schools should use their land to establish agricultural and poultry farms to supplement on the food provided to feed the students at school.
- Improving the wellbeing of students by feeding them because hungry students cannot learn
- It should be better to solve the issues associated with social problems on the students' interpersonal relationship for friendship, family, social organizations and romantic attachments.

➤ To teachers and students

- There is a need of solving academic problems that students face with by elaborating teaching methodology which has also an important role in the learning achievements of the students. Interesting, understandable, flexible, and innovative teaching methods have great impact on the academic achievements of the students.

➤ To parents

- It is better to solve financial problems that students face with by increasing socio-economic status that reflects capability to pay for school fees and other academic requirements.

5.3 To further studies

After the study was carried out in G.SNyarugenge on effect of students life at school on their academic performance, it was further recommended that there is a need to carry out a study on:

- How parents can share costs of feeding with the school such that students can access a food to improve on their academic performance.

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APPENDICES

APPENDIX B: A LETTER FOR RESPONDENT

MINANI Etienne

UWANYIRIGIRA Monique

Faculty of Education

Department of Languages

11th February, 2022

Re: Request the responding of research questionnaire

Dear Sir/Madam,

We are students in final year at Kibogora Polytechnic, Faculty of Education and department of Languages, Option of English- French and English Kinyarwanda with Education. We are carrying a research as a partial fulfilment of the requirements for the award of Bachelor's degree in Education, on **“The effect of students' life at school on academic performance in O'Level. Case Study of G.SNyarugenge, Ruhango District”**. The information required here is purely for academic purpose and will therefore be treated confidentially.

Yours faithfully,

MINANI Etienne

UWANYIRIGIRA Monique

QUESTIONNAIRES ADDRESSED TO STUDENTS

Instructions:

- Please ticks “√” in the reserved box or answer by your own words where you think are right.
- For the questions that require you to express your views, use the space provided.
- This research is designed to collect information only for academic purpose.

Part A: Identification of respondents

1. Age of respondent

- b) 14 years
- c) 15-17 years
- d) 18-20 years
- e) Above 21 years

2. Gender of respondent

- a) Male
- b) Female

3. Educational background of respondent

- a) S1
- b) S2
- c) S3

Part B: Questions related to the research objectives addressed to the students

1. Students' life indicated by access to feeding is very important in the life of learners leads to well academic performance since it affects students' thinking and intellectual development.

- i. Strong agree
- ii. Agree
- iii. Disagree
- iv. Strong disagree

2. Students' bad life at school such as hungry students are likely to be depressed, anxious, functioning poorly, have poor grades, absent for school and inattentive in class.

- i. Strong agree
- ii. Agree
- iii. Disagree
- iv. Strong disagree

3. Possessing the will alone may not ensure success if the skill is lacking when a student' life is not considered in terms of feeding and play.

- i. Strong agree
- ii. Agree
- iii. Disagree
- iv. Strong disagree

4. The attitude towards study is one of the main factors which affect academic performance of learners.

- i. Strong agree
- ii. Agree
- iii. Disagree
- iv. Strong disagree

5. Some students face financial problems since socio-economic status that reflects incapability to pay for school fees and other academic requirements.

- i. Strong agree
- ii. Agree
- iii. Disagree
- iv. Strong disagree

6. Students face Academic problems are the concerns of the students on their interest and motivation to study, learning skills and environment, as well as, their teachers' teaching strategies and teacher-student interactions.

- i. Strong agree
- ii. Agree
- iii. Disagree
- iv. Strong disagree

7. Students commonly have problems in their academic undertakings such as hunger, tiredness and lateness caused by long distance from home to school.

- i. Strong agree
- ii. Agree
- iii. Disagree
- iv. Strong disagree

8. Social problems are the challenges on the students' interpersonal relationship for friendship, family, social organizations and romantic attachments.

- i. Strong agree
- ii. Agree
- iii. Disagree
- iv. Strong disagree

9. The students' life challenges with Personal problems refer to issues on self-efficacy and self-concept that can be associated with academic performance.

- i. Strong agree
- ii. Agree
- iii. Disagree
- iv. Strong disagree

10. It is better to solve financial problems that students face with by increasing socio-economic status that reflects capability to pay for school fees and other academic requirements.

- i. Strong agree
- ii. Agree
- iii. Disagree
- iv. Strong disagree

11. There is a need of solving academic problems that students face with by elaborating teaching methodology which has also an important role in the learning achievements of the students. Interesting, understandable, flexible, and innovative teaching methods have great impact on the academic achievements of the students.

i. Strong agree

ii. Agree

iii. Disagree

iv. Strong disagree

12. Improving the wellbeing of students by feeding them because hungry students cannot learn.

i. Strong agree

ii. Agree

iii. Disagree

iv. Strong disagree

13. It should be better to solve the issues associated with social problems on the students' interpersonal relationship for friendship, family, social organizations and romantic attachments.

i. Strong agree

ii. Agree

iii. Disagree

iv. Strong disagree

Thank you!!!!

**INTERVIEW ADDRESSED TO THE TEACHERS, DEAN OF STUDIES AND SCHOOL
HEADTEACHER**

1. I would like to invite you to talk about how students' life at school affects students' academic performance.
2. I want you to provide more information about how does students' life at school affects their students' academic performance ?
3. Could you accept to provide information about the investigation on students' academic life and related challenges that are commonly found in this school associated with students' life at school that affects students' academic performance?
4. Could you share with me different measures which should be taken to handle students 'problems related to their academic performance in O' Level due to their life situation?
5. If you have any additional information, please do not hesitate to provide it.

Thank you!!!!